DOCUMENT RESUME

ED 336 685 CG 023 661

AUTHOR Girrbach, Charmaine J.; And Others
TITLE Project PRIDE: 1990-1991. Evaluation Report.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Sep 91
NOTE 27p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Exploration; *High Risk Students; *Hispanic Americans; Junior High Schools; Junior High School Students; Program Effectiveness; Program Evaluation; Remedial Instruction; Study Skills; Teaching Methods; Test Wiseness; Tutorial Programs
IDENTIFIERS Saginaw City School System MI

ABSTRACT

PRIDE (Providing Resources and Information Designed to Educate) is an after school tutorial project for Hispanic students, grades 7-9, attending the school district of Saginaw, Michigan. The project is intended to provide approximately 70 at-risk Hispanic junior high students with an after school center where they can go to receive help with their school work. Help is also provided in the areas of study skills, career exploration, and test-taking skills. Evaluation of the project was divided into two phases, the process and the product evaluations. The process evaluation involved observations of activities, interviews, and confirmation of project activities through assessment of various documents. The product evaluation focused on the outcomes of improved student attendance, academics and citizenship, and decreases in participants' dropout and suspension rates. While PRIDE met most of its process objectives, it did not experience much success with its product objectives. The following recommendations were offered as one possible means to improve the future operation of the project: (1) project administrators, in conjunction with the evaluation department, should design a record-keeping system that meets the proposal's objectives; (2) an in-depth review of how the present tutorial system was implemented should be done prior to the start of a new project year; (3) alternatives should be looked at as possible options to replace what does not work in the current PRIDE instructional/tutorial design. Appendixes include rules for teachers and students and student academic and citizenship scores for two semesters. (LLL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336685

CG023661

EVALUATION REPORT

PROJECT PRIDE

1990-1991

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

Saginaw, Michigan

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard Norman Claus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

PROJECT PRIDE

1990-1991

An Approved Report of the

Department of Evaluation, Testing, and Research

Charmaine J. Girrbach
Research/Evaluation Specialist

Barry E. Quimper, Director
Evaluation, Testing & Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

September, 1991

TABLE OF CONTENTS

	Page
INTRODUCTION	1
EVALUATION PROCEDURES	3
PROCESS FINDINGS	4
Hire Project Personnel	4
Provide Training On Goals, Objectives, Activities, Procedures And Project Operations	4
Select Seventy At-Risk Hispanic Junior High Students.	4
Conduct Basic Skills Development And/Or Remediation	5
Provide Students With Career Exploration and Career Skills Opportunities	6
Offer Parent Awareness And Involvement Activities	6
PRODUCT FINDINGS	8
Population	8
Project Objectives	9
SUMMARY	13
RECOMMENDATIONS	15
APPENDICES	16
Appendix A: Rules For Teachers And Students, Project PRIDE, 1990-1991	17
Appendix B: Letter To Parents Explaining The Project	19
Appendix C: Average Grade Point And Citizenship Scores And Their Differences - First And Second Semester For 1990-1991 PRIDE Participants	20
Appendix D: Attendance Record For A PRIDE Student Considered To Have Good Attendance	21

LIST OF TABLES

Table		Page
C.1	Average Grade Point And Citizenship Scores And Their Differences - First And Second Semester For 1990-1991 PRIDE Participants	20

INTRODUCTION

PRIDE (Providing Resources and Information Designed to Educate) is an after school tutorial project for Hispanic students, grades 7-9, attending the School District of the City of Saginaw. It is a cooperative and collaborative effort between Saginaw Public Schools, Tri-City SER/Jobs for Progress and the American GI Forum Women's Chapter of Saginaw.

The project is intended to provide approximately 70 at-risk Hispanic junior high students with an after school center where they can go to receive help with their school work. PRIDE focuses on the following goals:

- Completion of regular assignments,
- Basic skill development,
- Career awareness and career search skills,
- Test taking skills, and
- Exposure to computer assisted instruction and technology.

The project staff uses a structured tutorial approach. Individualized help is achieved through the use of hired student tutors who are supervised by teachers.

Hispanic junior high students were chosen as the target population based on grade point averages, attendance figures and dropout statistics. The Hispanic school population, especially at the junior high level, represents the highest need group within the school district.

Specific need areas for the target population are:

- Low levels of basic skills and academic achievement;
- Low levels of study skills and ability to complete assignments;
- High rates of students dropping out;
- Lack of educational and career goals;
- Lack of an awareness of, and preparation for emerging and future careers;
- Inconsistency between home and school environments; and
- High rates of personal, social-emotional and home-school problems.

The staff consisted of one supervisor, one coordinator, three teachers, one school liaison, one computer teacher, two drivers and twelve paid student tutors.

The project is organized around the following objectives:

- To interview and hire project personnel;
- To provide training for the project staff;
- To select seventy at-risk Hispanic junior high students;
- To provide basic skill development and/or remediation in reading, mathematics and writing;
- To provide students with career exploration and career skill opportunities;
- To provide parent awareness and involvement activities;
- To decrease the number of Hispanic students who drop out of school in grades 7, 8 and 9 and;
- To decrease the number of personal, social-emotional and home-school problems.

The next section of this report will address the evaluation of activities designed to meet these objectives.

EVALUATION PROCEDURES

This evaluation can be divided into two phases, the process and the product evaluations. The process evaluation is a monitoring activity that takes place during the functioning of the project and attempts to answer, "Is the project being implemented as planned?". The product evaluation is conducted at the end of the project and it attempts to answer the question, "Did the project have the outcomes and/or products that were intended?"

As a result of the process evaluation activities, it is expected that this phase of the evaluation will help staff to identify and solve problems with implementing the project goals. The process evaluation involved observations of activities; interviews with the supervisor, the director, the teaching staff, the Manager of Federal Programs and other school personnel; and confirmation of project activities through assessment of various documents.

The product evaluation focused on the outcomes of improved student attendance, academics and citizenship, and decreases in participants' dropout and suspension rates. Documentation for academic progress, citizenship, dropout and suspension data were obtained from the district's records (i.e., student transcripts and suspension report) for both first and second semester. Attendance information came from two sources: school attendance records and PRIDE attendance books.

The next section of this report will describe the process evaluation findings and outcomes.

PROCESS FINDINGS

PRIDE activities began with the selection and training of staff. The project objectives were used as a guide for planning activities. The following sections contain descriptions of the activities that were used to implement the program objectives. This represents the process evaluation part of the report.

Hire Project Personnel

The staff personnel were to be in place by November 3, 1990. Interviews were conducted and appropriate staff selected as provided for by the grant language. All staffing was in place by the deadline date.

This process objective was met.

Provide Training On Goals, Objectives, Activities, Procedures And Project Operations

Training for teachers, tutors, drivers and parent liaison was held on November 7, 1990. This orientation meeting, overseen by the project coordinator, covered the following topics: purpose of the project and roles and responsibilities of staff members. Additional staff meetings were held monthly to inform and discuss any problems or concerns as they arose. (Lists of rules for teachers as well as students can be found in Appendix A.) The required training was accomplished within a reasonable time limit of the target date.

This process objective was met.

Select Seventy At-Risk Hispanic Junior High Students

Initially, approximately 126 at-risk Hispanic students were identified as needing services. The criteria for identification focused on student grades

from the 1989-90 second semester. Students who had one E and multiple D's or who had two or more E's were selected for participation. Letters explaining the project and inviting these students to take part were sent to the parents of these at-risk students in early November, 1990 (see Appendix B). Parents were invited to come to the first session to enroll their student and sign various consent forms. This session was held on November 13, 1990. From the identified students, 79 Hispanic students enrolled for participation in the project: 29 were seventh graders, 20 eighth graders and 30 ninth graders.

This process objective was met.

Conduct Basic Skills Development And/Or Remediation

The project consisted of four classrooms, one for each of the three grade levels being served and a computer room. A teacher and three to four tutors were assigned to each classroom. The computer room had one teacher. Basic skill development was provided through a peer tutoring system that enlisted the help of student tutors who were at least a grade or more ahead of participants. Each tutor was assigned to work with four to six students. Students were grouped according to their skill level and their areas of need. The tutors were supervised by the classroom teacher, who also oversaw the learning plan for each student and tutored as well. The teachers were also responsible for planning other activities and maintaining records on student attendance and progress. Additional basic skill work for students was accomplished through the use of the computer programs available at the site. Each classroom had the computer area available to them once a week. Computer aided instructional programs for language and math were used by the students to improve these skills.

Individual student needs were to be identified and addressed by the teachers and tutors. No written documentation was provided or observed that individual needs were identified. While the physical setting was in place there were no records present that individual needs were being focused upon.

This process portion of this objective was partially met.

Provide Students With Career Exploration And Career Skills Opportunities

Letters were sent to Hispanic organizations to recruit volunteers to speak on various career opportunities. In addition, several field trips were provided to students, emphasizing post-secondary education opportunities. These offerings provided the participants with positive role models and heightened student awareness of skills and information that students should be acquiring as they pursue their education. Eight presentations were provided to students throughout the project year.

This process objective was met.

Offer Parent Awareness And Involvement Activities

A number of steps were taken to make parents aware of the project services. An initial letter was sent to all prospective participants. There were two meetings during the project year aimed at informing parents about the program's progress and their student's participation. In addition, two parent workshops were offered - one entitled "PARENTS: The Missing Link" and the other called "Parental Involvement". Numerous attempts were made to enlist parents as volunteers. The final portion of this objective required a minimum of three progress reports to be sent to parents; however, only one such report was done.

Since one aspect of this objective was not fully realized, the objective was partially met.

The next section of this report will describe the product evaluation and project outcomes.

PRODUCT FINDINGS

The product evaluation addresses the specific outcomes of the program. Desired outcomes for PRIDE included changes in attitudes, attendance, suspensions and grade point averages for participants. Outcomes were to be determined by various data sources maintained and/or created by PRIDE staff. A review of the sources indicated disparities among attendance data, and incomplete or inadequate information regarding grade point, attendance, suspension and citizenship objectives.

The following two sections describe the population and the attainment levels for project objectives. The first section details the process of population identification and then the definition of full-time project participants. The second section relates the attainment levels for each objective for full-time participants.

Population

PRIDE was designed to meet the needs of at-risk Hispanic students. A list of grades for the second semester of the 1989-90 school year for all Hispanic students was used to identify the population. From this list, students who received at least one E and multiple D's or who received multiple E's were selected for participation in PRIDE. These students were then invited to participate. In all, 126 students were contacted. Of these students, 81 expressed an interest in the program and attended at least one session. Of these students, 53 students remained participants in the program until it ended on June 6, 1991. (Data source: computer generated list of 7-12th grade students with first and second semester grades for 1989-90. Incoming seventh graders for 1990-91 were not listed. Student names were reportedly submitted by teachers for possible eligibility at this level.)

Approximately 130 students, in one way or another, came to the attention of the project staff. These students, for evaluation purposes, were divided into two groups:

1. Those students who were identified and only partially participated in the project. Partial participation is defined as attending the project less than half of the 76 project days. Thirty-four students made up this group of students. This group of students was not considered to have received enough services to make any assessments of the effect of this program on their schooling.

2. A second group of students are those who were identified as at-risk and participated in PRIDE. Full participation was defined as having attended more than half of the 76 days. There were 34 (26.2%) students in this group.

Project Objectives

The following sections detail the outcomes on the project's objectives. In each section, the data relevant to objective attainment are presented.

Remediation. The grant specified that improvements were to be made in grade point average (GPA) and attendance. Student transcripts were accessed for both semesters, using the district computer system, for grade point information. Of the 34 students, two did not have grades for both semesters (one student was listed as not enrolled first semester and one did not complete second semester). Eleven of the remaining 32 students (34.4%) had increases ranging from 0.06 to 0.78 and averaging 0.27 points when comparing first and second semesters. Decreases in GPA were experienced by 21 students (65.6%), with losses ranging from -0.02 to -0.88 and an average loss of 0.41 points. Appendix C provides a student by student breakdown of both first and second semester GPA's as well as the difference. Citizenship data are also included in this table and will be referred to later in this report. This part of the objective, dealing with GPA improvement, was not met.

The second part of this objective - attendance - precipitated a great

deal of confusion. First, the grant makes reference to school attendance in the project outcomes (under project abstract section) and again in the narrative proposal. Yet under the instruction component, the objective refers to the daily attendance in the project. Queries were made with a past evaluator, the program supervisor, federal projects manager and director of evaluation as to how to interpret this outcome. While past practice indicated reporting project attendance, it was agreed that school attendance was, in fact, the real concern. It was decided to report both project attendance and school attendance.

Teacher attendance books were used to report first and second semester attendance for the project. (The reader should note that while students enrolled in the program as late as April, the 34 students designated as full participants, with three December exceptions, were enrolled during the first month of operation.) First semester consisted of 29 days (November 13, 1990 to January 30, 1991. Second semester ran from February 5, 1991 to June 5, 1991 and had 47 days. Data for students who enrolled late or left the project prior to the end were adjusted to reflect the number of days attended compared to days enrolled. Six of the 34 (17.6%) students* demonstrated increases in the percent of time attended while 82.4% decreased their attendance.

Using the district's computer system, school attendance for both semesters was obtained for these students. Twenty-four of the 33 students (72.7%) had increases in the number of days absent from first to second semester while eight students (24.3%) showed decreases. (One student [3.0%]

---

*It should be noted that while a GPA was unavailable for a student who, according to the district, was not enrolled PRIDE attendance data indicated that the student was attending PRIDE.

had the same number of absences both semester while one student was not enrolled first semester.)

While gathering attendance data it became apparent that, in general, school attendance for these participants is less than stellar. It must be pointed out, however, that absences at the secondary level are counted as whole or half-days based on the number of class periods missed. For example, missing one period is counted as one-half day; therefore, a student who frequently misses first or seventh period could tally quite an absence record within a given marking period. Absences are tallied as follows:

Number Missed	Number Counted
1-3 periods	1/2 day
4-7 periods	1 day

To give the reader a flavor of what this kind of record can look like, an attendance record for a student considered to have good attendance at the project is included in the appendix (see Appendix D). All identifying information has been removed. Both semesters are included.

Regardless of which attendance data were reviewed, the objective was not met.

Dropout Prevention. The criteria for this objective was that 80% of the participants would remain in school during 1990-91. An examination of student attendance records indicate that 33 of the 34 students (97.0%) continued to be enrolled to the end of the 1990-91 school year in the K-12 system. One student transferred to Ruben Daniels Lifelong Learning Center in May, 1991.

This objective was met.

Suspensions. Of the 34 participants, three received short term suspensions during first semester for a total of six days. During second

semester, five were given short term suspensions for a total of 13 days. As the grant specified there was to be a decrease in the number of long term and short term suspensions; this objective was not met.

Citizenship. The grant mandated improvements in student citizenship scores. An examination of the first and second semester citizenship scores for the 32 students* indicate that 15 (46.9%) evidenced an increase, 12 (37.5%) experienced a decrease, and 5 (15.6%) stayed the same. Appendix C provides individual student citizenship averages and differences for both first and second semesters.

As more students made improvements relative to citizenship grades than those who decreased, this objective was met.

* Two students were not included as they did not have transcripts for both semesters.

SUMMARY

PRIDE is a voluntary after school project for junior high at-risk Hispanic students. The central service involves after school tutorial help for participants. Help is also provided in the areas of study skills, career exploration and test-taking skills. Additionally, the students participated in activities in which they were exposed to appropriate adult role models.

The process objectives were, for the most part, met within the designated time limits. Half of the product objectives (50%) were met while the other half did not meet the criteria. These results depict an entirely different picture of the project when compared to last year's findings. While the project's organization and operation appear to be identical for both years, the lack of success at meeting its objectives indicates that a need exists to carefully study the program's daily operations as well as review the specific objectives in the proposal as they relate to outcomes.

The following are areas of concern that surfaced as this evaluation was done:

- Daily student attendance varied across three data sources;
- School attendance <u>should</u> be a primary concern that the project attempts to influence, yet district attendance records indicate an inverse relationship between PRIDE attendance and school attendance;
- Incomplete and/or inaccurate student information found in many of the data sources provided:
  - grade levels/placement inconsistent with student records,
  - students appearing on PRIDE attendance books who never attended or who were not enrolled in the Saginaw Schools,
  - suspension data only provided for one semester and did not reflect 1990-91 data,
  - number of days of operation stated did not agree with records, and
  - letter grades submitted for students but GPA's required

- Apparent lack of transfer related to in-school behaviors. Project goals should hopefully result in better achievement, attendance, and citizenship.

While not a requirement of the project, the staff was asked to summarize their impressions of the project from their various perspectives. This activity, requested by the coordinator, provided a more intimate look at the project. In general, the individuals indicated their commitment to the goals of PRIDE. Unfortunately, this dedication did not transmit into measurable successes, as a whole.

RECOMMENDATIONS

While PRIDE met most of its process objectives, it did not experience much success with its product objectives. Earlier discussions pointed out a number of concerns which may have impacted on these results.

The following recommendations are offered as one possible means to improve the future operation of the project.

- Project administrators, in conjunction with the Evaluation Department, should design a record-keeping system that meets the proposal's objectives. Included in this system would be: who will be responsible for collection of data, when specific data will be collected and/or updated, etc.
- An in-depth review of how the present tutorial system was implemented should be done prior to the start of a new project year. While project personnel and students may feel that the present course is worthwhile, the data do not substantiate this.
- Alternatives should be looked at as possible options to replace what doesn't work in the current PRIDE instructional/tutorial design.

APPENDICES

APPENDIX A

RULES FOR TEACHERS

PROJECT PRIDE

1990 - 1991

1. Students must be in their classroom by 4:05 p.m.

2. Roll call will be taken by calling the student's name. Students are being missed by name not being on list. Teachers should ask if any one was not called.

3. Students caught running in halls onto and from class will not be allowed to go to gym at 5:30 p.m.

4. No eating in classroom. No head phones or radios permitted in class.

5. Students should not wear hats or coats while in class.

6. Assign only one tutor from each class to get supplies from the office.

7. Due to the constant breakage of pencils, students will pay 10¢ for each pencil. If pencils are returned the dime will be returned.

8. Students who need to use the computers for homework assignments must have a consent form signed by the teacher to Mr. Knox.

9. Student awards by teachers should be given at the end of the class.

10. Priviledges should be given to students who complete their homework. Teachers or tutors should check student's homework before going to the gym at 5:30 p.m.

11. The van drivers may need to make two trips due to the overcrowding of students. Arrangements will be made for 5:30 & 6:00 p.m.

12. Class room should be checked at the end of class for papers on the floor, windows to be locked and arrange tables and chairs as they were before each use.

APPENDIX A

PROJECT P.R.I.D.E.
STUDENT RULES
1990-91
IMPLEMENTED AS OF FEBRUARY 5, 1991

1) STUDENTS REFRESHMENTS WILL BE SERVED FROM 3:15 P.M. TO 3:45 P.M. ONLY.
2) STUDENTS MUST USE THE BATHROOM AND FINISH THEIR DRINKS BETWEEN 3:45P.M. AND 4:00P.M., BEFORE GOING UPSTAIRS.
3) STUDENTS MUST BE IN THE CLASSROOM BY 4:05 P.M., AND HAVE TWO TO THREE BOOKS, WITH OR WITHOUT HOMEWORK.
4) ROLL CALL WILL DONE BETWEEN 4:05 AND 4:15 P.M. BY THE TEACHER, AND STUDENT NAME WILL BE CALLED OUTLOUD.
5) TO AVOID BREAKAGE OF PENCILS AND PENS, STUDENTS WILL PAY A STIPEND OF 10¢. IF PENCIL AND PENS ARE RETURNED, STIPEND WILL BE RETURNED.
6) THERE WILL BE NO RUNNING IN THE HALLWAY, OR TO AND FROM CLASS. STUDENTS CAUGHT RUNNING WILL REMAIN IN THE CLASSROOM UNTIL 6P.M.
7) THERE WILL BE NO EATING, NO HEAD PHONES OR RADIOS PERMITTED IN THE CLASSROOM.
8) STUDENTS SHOULD NOT WEAR HATS OR COATS IN THE CLASSROOM.
9) DUE TO OVER CROWDED VANS, SOME STUDENTS WILL BE ASSIGNED TO LEAVE AT 5:30 P.M.
10) PARENTS WILL BE ASKED TO ASSIST WITH TRANSPORTATION HOME DUE TO OVER CROWDED VANS.

STUDENTS NEED TO SIGN THE FORM BELOW:

I_____A STUDENT IN THE PROJECT P.R.I.D.E. TUTORIAL PROGRAM, HAVE READ AND UNDERSTAND THE RULES OF THE CLASSROOM AND PROGRAM AND AGREE TO ABIDE BY THEM IN ORDER TO PARTICIPATE IN THE PROGRAM.

SCHOOL_____GRADE_____DATE_____

APPENDIX B

AMERICAN G I FORUM WOMEN OF SAGINAW
NATIONAL VETERANS FAMILY ORGANIZATION

November 1990

Dear Parents:

This letter is to inform you that the American GI Forum Women, in cooperation with the Saginaw City School District, is sponsoring an after-school Study Tutoring Program, **PROJECT P.R.I.D.E.**

The Tutoring Program will start on Tuesday, November 13, 1990 and run through June 6, 1991. Tutoring services will be provided on Tuesday, Wednesday and Thursday from 4:00 p.m., to 6:00 p.m. All tutoring will take place at the Tri-City SER building at 620 Thompson, the old St. Mary's School site.

I recommend very highly that you allow your son/daughter to participate in this supervised and very helpful study program. This service is free of charge but requires strong commitment from you. We believe that your son/daughter can improve his/her grades and study habits by participating. We strongly recommend that your child complete the duration of the program.

Students should come with their homework/school assignments. Parents are asked to drop off and pick up the student on time. Transportation will be provided for students that need rides. Vans will be at the schools at 3:00 p.m.

We need for parents like you, to take advantage of, and support this service by making a strong commitment to your child's education. Please participate. Should you need any additional information, please feel free to call Dr. Raul Rio at 759-2281 or the Program Coordinator, Mrs. Ollie Zuniga at 753-3040.

Important - please attend with your child the first day, November 13th, to sign a parental consent form. This will also give you the opportunity to meet the staff and visit the program site.

Sincerely,

Dr. Raul Rio, Supervisor
Migrant Bilingual Program

Alejandra Ollie Zuniga
Program Coordinator

APPENDIX C

TABLE C.1. AVERAGE GRADE POINT AND CITIZENSHIP SCORES AND THEIR DIFFERENCES - FIRST AND SECOND SEMESTER FOR 1990-1991 PRIDE PARTICIPANTS

Student	Grade Point Average			Citizenship		
	1st	2nd	Difference	1st	2nd	Difference
A	0.67	0.63	-0.04	2.3	2.2	-0.1
B	1.73	0.97	-0.76	1.8	2.0	0.2
C	3.43	3.59	0.16	1.8	1.7	-0.1
D	3.22	3.50	0.28	2.1	1.8	-0.3
E	1.07	1.13	0.06	2.9	2.8	-0.1
F	2.02	1.50	-0.52	2.6	2.4	-0.2
G	3.00	3.59	0.59	1.7	1.5	-0.2
H	1.45	1.76	0.31	2.1	2.1	0.0
I	2.38	1.60	-0.78	1.7	1.7	0.0
J	1.90	1.83	-0.07	1.9	1.7	-0.2
K	2.50	3.28	0.78	1.8	1.8	0.0
L	2.55	2.17	-0.38	1.4	1.7	0.3
M	1.43	1.50	0.07	1.9	2.4	0.5
N	1.40	1.38	-0.02	2.0	2.0	0.0
O	1.88	2.05	0.17	1.5	1.2	-0.3
P	1.97	1.57	-0.40	1.9	2.0	0.1
Q	1.17	1.50	0.33	2.1	1.8	-0.3
R	1.45	0.62	-0.83	2.2	1.9	-0.3
S	3.50	2.67	-0.83	1.5	2.3	0.8
T	2.77	2.08	-0.69	1.8	2.2	0.4
U	2.18	1.62	-0.56	1.8	1.8	0.0
V	1.83	0.95	-0.88	1.9	2.0	0.1
W	1.83	1.63	-0.20	1.5	1.7	0.2
X	2.60	2.43	-0.17	1.9	2.1	0.2
Y	1.72	1.52	-0.20	1.6	2.1	0.5
Z	1.00	1.13	0.13	2.3	2.1	-0.2
AA	1.18	1.30	0.12	3.1	3.3	0.2
BB	1.88	1.53	-0.35	2.0	2.8	0.8
CC	0.57	0.14	-0.43	2.7	2.9	0.2
DD	1.67	1.60	-0.07	1.7	1.6	-0.1
EE	2.45	2.27	-0.18	2.0	2.1	0.1
FF	2.23	1.97	-0.26	1.6	1.4	0.2

ATTENDANCE RECORD FOR A PRIDE STUDENT
CONSIDERED TO HAVE GOOD ATTENDANCE

KCASTS

09/17/90 U07	11/02/90 U05-06	11/30/90 U01-03	01/17/91 S01
09/18/90 U07	11/05/90 U01	11/30/90 U05-06	01/18/91 U05
09/19/90 U07	11/05/90 U06	12/04/90 U01	01/21/91 U01-02
09/20/90 U07	11/14/90 S01	12/04/90 U05-07	01/21/91 U06-07
09/21/90 U07	11/14/90 U07	12/06/90 S06	01/24/91 S06
09/25/90 U05	11/15/90 S01	12/07/90 U05-07	01/25/91 S01
09/26/90 U05	11/16/90 U01	12/11/90 S01	
09/27/90 U05-06	11/16/90 U05-07	12/12/90 U05-06	
09/28/90 U05	11/19/90 U01-03	12/13/90 S01	
10/17/90 U06-07	11/19/90 U05-07	12/14/90 U05-07	
10/18/90 U02-03	11/20/90 U01-03	12/18/90 S01	
10/18/90 U05-06	11/20/90 U05-07	12/18/90 U05-06	
10/23/90 U06	11/21/90 U01-03	12/21/90 U05-06	
10/25/90 U01-03	11/21/90 U05-07	01/02/91 U01-03	
10/25/90 U06-07	11/26/90 U01-03	01/02/91 U05-07	
10/29/90 U01-03	11/26/90 U05-07	01/03/91 S01	
10/29/90 U05-07	11/27/90 U01-03	01/04/91 S01	
10/30/90 U02-03	11/27/90 U05-07	01/08/91 S01	
10/30/90 U05-07	11/28/90 U01-03	01/10/91 S01	
10/31/90 U05-07	11/28/90 U06-07	01/15/91 S01	

TERM ABSENCES GP1= 7.5 GP2=14.5 GP3= 9.5
DAYS ABSENT = 31.5

02/04/91 S01	03/20/91 U07	04/18/91 U06	05/13/91 U01-02	06/11/91 U01
02/07/91 U01	03/21/91 U01-03	04/19/91 U01	05/13/91 U05-07	06/12/91 U06
02/07/91 U06	03/21/91 U06-07	04/19/91 U03	05/14/91 S01	06/13/91 U01-03
02/14/91 S01	03/25/91 U07	04/19/91 U05-07	05/14/91 U02	06/13/91 U05-06
02/18/91 U01-02	03/26/91 U06-07	04/23/91 S01	05/14/91 U05-06	06/14/91 U01-03
02/18/91 U05-07	03/28/91 U02-03	04/23/91 U03	05/15/91 S01	06/14/91 U05
02/19/91 U05	03/28/91 U06-07	04/24/91 S01	05/16/91 S01	06/14/91 U07
02/20/91 U01	04/08/91 U01-03	04/25/91 U06-07	05/17/91 U01-02	06/17/91 S01
02/22/91 U06-07	04/08/91 U05-07	04/26/91 S01	05/24/91 U01	06/17/91 U05
02/25/91 U01	04/09/91 U01	04/29/91 U01-03	05/24/91 U06-07	06/17/91 U07
02/26/91 U01-02	04/09/91 U06-07	04/29/91 U06-07	05/28/91 U02-03	06/18/91 U01-03
02/27/91 S01	04/12/91 U02-03	04/30/91 U07	05/28/91 U05-07	06/18/91 U05-07
03/01/91 U06	04/12/91 U05-07	05/07/91 S01	06/03/91 U01-03	06/19/91 U01-03
03/04/91 U07	04/15/91 U01	05/07/91 U03	06/03/91 U05	06/19/91 U05-06
03/06/91 U01	04/15/91 U06-07	05/08/91 U01-02	06/03/91 U07	06/20/91 U01-02
03/07/91 S01	04/16/91 U01-03	05/08/91 U06-07	06/04/91 U01	06/20/91 U05-07
03/11/91 U01-02	04/16/91 U05-07	05/09/91 S01	06/05/91 U07	
03/11/91 U06-07	04/17/91 U01-03	05/09/91 U03	06/06/91 U01	
03/18/91 U01-03	04/17/91 U05-06	05/10/91 U05	06/10/91 U01-03	
03/18/91 U06-07	04/18/91 U01	05/10/91 U07	06/10/91 U05-07	

TERM ABSENCES GP4= 8.5 GP5=14.5 GP6=17.5
DAYS ABSENT = 40.5